

Aug. 2, 1971



DISORIENTATION

U.Va. editor convicted; ACLU to appeal case

by Kathy Duley

A Virginia county court recently found Jeff Bigelow of the University of Virginia **WEEKLY** guilty of violating a Virginia state law which forbids any advertising that offers encouragement in procuring abortions. Charges had been brought against Bigelow, Tom Doran, and Tom Breslin of the **WEEKLY** and against Thomas Adams, Bill Fryer, and Sam Graham, formerly of the **CAVALIER DAILY** as a result of advertisements for out-of-state abortion referral services which were run in the two publications. Charges against all but Bigelow were dropped.

The case challenged section 18-163 of Virginia law, which states: "If any person, by publications, lecture, advertisement or by the sale or circulation of any publication or by any other manner encourage or prompt the procuring of abortion or miscarriage he shall be guilty of a misdemeanor."

Bigelow was fined \$500, with \$350 suspended on the condition that the advertisement does not appear further in the **WEEKLY**. The case has been appealed to the Virginia Supreme Court. ACLU lawyer John Lowe, who is representing Bigelow, expressed the hope that appeal proceedings will be speeded along through the interest of the attorney general's office.

Members of both publications were accused at the time of running advertisements for out of state abortion referral service, and of printing other types of abortion procural information.

According to last year's **CAVALIER DAILY** editor, Peter Shea, Podles and a group of sympathetic students had gone before the U.Va. Student Council earlier in the year. At that time they had attempted to protest on moral and religious grounds the abortion information which both the newspapers and Student Council had been providing, with the aid of student funds. Shea stated that when the group was "laughed out of the room" they then went to the vice president of student affairs at U.Va. and complained, informing him that they would bring charges against members of the newspaper staffs.

When contacted by the **BULLET** last May, the then Student Body President Kevin Mannix stated that he could not remember that any such group ever approached the Student Council. If the incident

did occur, he said, "I'm sure they weren't really laughed out of the room. We probably just decided to take no action on it."

Podles, who spearheaded the effort to stop the dissemination of abortion information, told the **BULLET** at the time that he had been upset about certain policies practiced by Student Council and the campus publications which utilized student funds to make abortion information available to students. He felt that many other University students shared his concern in the matter. "A number of students have felt that their religious beliefs were being violated," he said. Although he himself is a Catholic, he stated, "not only Catholics, but Jews and members of other religions feel this way." According to Podles, he and others had tried several times to publicize their views, but no one would listen to their objections seriously. He stated that his group was finally moved to take action when they learned that Student Council had (last spring) decided to appropriate \$2,000 for an abortion loan fund. Though he had not previously known about the state law, he said, "As soon as we found out we initiated the warrants."

Podles observed that, although his move had surely been interpreted by some as a political one, it was by no means such an action. "I've been resolutely non-political here," he maintained last spring. "The situation has gotten worse and we felt it was necessary to take some sort of legal action." Although the **DAILY** had then stopped printing abortion information, in contrast to the **WEEKLY**, which still carried abortion material, Podles wanted to swear out warrants against both publications to show that he was not bearing a political grudge against policies espoused by either newspaper.

At the time the warrants were served, Jeff Bigelow of the **WEEKLY** said that "We're going to challenge the law because it's unconstitutional. Our policies will not be affected and we will continue printing abortion referral ads."

Had any of the defendants been given the maximum penalty for the crime, he would have spent one year in jail with a \$1000 fine. Podles felt sure before the trial that none would receive such an extreme punishment: "I have been assured that they will not be substantially hurt."

the bullet

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Student voting under question; eligibility to be determined locally

Despite the recent amendment to the U.S. Constitution which allows eighteen-year-olds to vote in elections on a local basis as well as at the national and state levels, most Mary Washington students will remain ineligible to vote in Fredericksburg.

The Bureau of the Census counts each student as a resident of the city. According to Virginia law, however, residency in any school or college does not establish a voting residence within a particular jurisdiction. A spokesman for the State Board of Elections said that the law is an old one, passed to "avoid confusion" and the possibility that an out-of-state student could register to vote in more than one place.

No student who lives on campus, unless her parents are local residents, may vote here. Day students, though, may vote if they meet state residence requirements. Like any citizen who has moved into the state, a day student meets the requirements if she is eighteen years old and has lived in Fredericksburg for at least six months.

City officials expect no significant increase in the college vote here. The total enrollment for MWC for the 1970-71 session was 2,167; approximately 210 of those were local residents. Only 25 of the remaining 1,957 maintained private, off-campus homes.

The city registrar of Fredericksburg reported that "several" Mary Washington students have met state voting requirements and registered, but added that it is impossible that more will register, now that the voting age has been lowered.

However, in a decision at the end of July, Virginia Attorney General Andrew P. Miller issued

an opinion which allows local registrars to decide whether or not dormitory students from another area or state may vote in their college towns.

Joan S. Mahan, secretary of the State Board of Elections, raised the question; Miller replied that a student must convince the registrar of the city in which she or he intends to vote that the residence requirements will be met and, instead of leaving the locality after graduation, that she or he will remain for an indefinite period.

Said the attorney general, "In all instances the registrar should consider each individual student on the merits of his particular case... a student obtains no residency merely because he is enrolled, but being a student does not preclude, necessarily, his becoming a resident." Miller added that no official guidelines which registrars could use "in making this complex determination."

By living in a college town, including dormitories, a student meets the first of three requisites which must be met in establishing a new domicile of choice: physical or bodily presence in the new locality. However, the other two requirements: an intent to abandon the old domicile and an intent to adopt a new domicile in the voting area, must be met by any student who wishes to vote, and the city registrar must decide whether a student meets these qualifications.

Local Democrats and Republicans have made no plans for registration drives aimed at off-campus students, assuming that local drives will reach them.

SIS to continue information services

Formed last May with the tacit approval of the College administration, the Students for Social Information Services, an independent organization, will continue operating this fall under the co-chairmanship of Tricia Ferrand and Marianne Schwarz.

Beginning with programs planned for Orientation, SIS will remain primarily a contraceptive information service. Dr. Michael Miller, director of the Washington Psychodrama Theater, and Charles Howard of the Virginia League for Planned Parenthood will speak to students. Ferrand also hopes to procure a local physician as a third speaker.

In September, a center will be set up for the

dispensing of information on various available methods of birth control. The McGill Handbook, a widely used text which explains contraception, will be available for students who wish to purchase it. 2,000 copies have been ordered. Although SIS will offer no abortion counseling, it will refer students to abortion referral services.

Members of the SIS will decide at the first meeting of the school year whether to apply for membership in the Student Association. "It will probably be necessary if we want to operate on campus," said Ferrand. "It would be easier to get funding." Since its beginning, SIS has been funded with private contributions.

'71 grads find jobs scarce

Last April, it was predicted that job prospects for graduating college seniors would be "the bleakest in years." At the end of July that expectation had been more than fulfilled, and economists now say that the situation will improve only gradually. Both nationwide and for Mary Washington graduates, there is a scarcity of the high-paying, multi-benefit job offers which were common in the economic boom of the sixties.

Although the Placement Bureau here will not compute its statistics on the 1971 class until September, the number of students who had been hired for the summer and fall was significantly decreased from last year. Of the 387 members of the class of 1970 who completed personal files at the Placement Bureau, 268 had jobs and 36 students were unemployed. Sixty-three attended some graduate institution. By last May, only 66 of the 1971 graduating class had jobs.

Isabel Gordon, Placement Director, stated "In May, job offers were down at least 30 per cent here. That about conformed with the nationwide figures. The worst is teaching—there are just too many teachers, and the situation is very bad. This year there are 19,000 surplus teachers—in six years, by 1978, there will be 600,000 teachers out of work, and nowhere to put them. These aren't just newly graduated college students either. There are experienced teachers who are out of work."

Of the class of 1970, 120 graduates earned certification and held secondary and elementary teaching positions. As of this writing, only 35 certified graduates of the 1971 class are reported to be working in the fall.

Students with advanced degrees will not have an easier time getting jobs than those with a bachelor's degree, according to the Cooperative College Registry of Washington, D. C. The ranks of doctoral candidates have swelled 25 per cent since last year, but the number of college teaching vacancies has diminished by 25 per cent since then. Some of the most popular fields—English, history, philosophy, political science, and religion—are the ones which are now the most crowded. However, many students continue to

Admissions to recruit blacks—but no men

Following the resignation of two members of the Office of Admissions last spring, Director of Admissions A. Ray Merchant announced the appointment of two new admissions officers. G. Forrest Dickinson succeeded Joanne Close as Counselor, and Parker, MWC's first black admissions officer, succeeded Diane Kenney. The BULLET recently interviewed both to find out about their policy in admitting applicants and their aims as representatives of the College.

"As for what I'll be doing," stated Dickinson, "I'll be traveling, recruiting out of state—sort of a publicity agent for the College. I'll be speaking to girls, up and down the Atlantic Seaboard predominantly. We won't be doing much in the West."

Asked about the possibility of stepped-up efforts toward total coeducation, Dickinson answered, "No, we won't actively seek men. We'll make it known that Mary Washington is coed, but we're really in no physical condition to recruit men. Where would we put them? Most of our men are day students, anyway."

It does take a while to change. And in the past there's been a lot of alumni opposition to coeducation. So right now we're going along—we're seeing if coeducation is just a fad."

"As for coeducation," stated Parker, "I think most girls chose Mary Washington—they wanted to come here, because it is an all-girl school." Questioned about her particular job in the admissions office, she said "I'm here to work with and represent students from minority groups—blacks, Puerto Ricans—who are interested in coming here. I'm here to increase black enrollment primarily, though. Some of the things I think are important about Mary Washington to prospective black students are that the competition here is great. The caliber of work is high, and the work is strenuous. So naturally we want the highest quality of black student." Parker said that, in her work with black high school students, she would not seek out male applicants.

Discussing the various criteria for admission

into the College, Dickinson affirmed that they would remain the same. "The first thing we've been looking for, and will continue to look for, in a student is her grade average in high school. Then her rank in class, then thirdly the recommendation of the guidance counselor. We also take into account the scores on the SAT tests." The BULLET reporter mentioned that many colleges are now disregarding College Board scores, on the theory that objective tests are best suited to measure the learning abilities of white, middle-class students. Parker replied "That may be true. But the SAT's are relevant until something else comes along. They're a generalized way of judging qualified students; without the SAT's, we'd have a much harder time deciding."

Both admissions officers were asked about the feasibility of admitting high risk students, those with below-average test scores and grades, into an entering class. "The students here should be similar," stated Parker. "Why encourage a student to come here who can't compete? It would be tough going here for a student who wasn't prepared; they'd be a drag on the other students, too. An individual student should add to the student body, not take away."

In reply to a question concerning increased scholarship funds for minority students, Parker acknowledged that minority students might have difficulties meeting the costs of tuition and dormitory living. "But I'll be working with students from Virginia—those who can afford it better. Many black students, too, win scholarships on the basis of their high school records and aptitude tests. The able student will be accepted." Dickinson added that many lower class students are not academically qualified for enrollment. "They just may not survive here academically," said Parker.

"Even though the trend of coeducation has forced us to be less selective," Dickinson said, "we will try to maintain our standards of admission. As I see it, this is the mission of Mary Washington: it chooses the girl it best feels will graduate. A girl must succeed in getting a degree. A lot of people go in over their heads, and that does them an injustice. As for me, I work according to the assigned mission—what the College wishes to accomplish."

Outlining her personal aims at MWC, Parker said "I want to make minority students aware of the academic opportunities here. In coming here, they can better prepare themselves to undertake a career. I also want to seek black students more incorporated into extracurricular activities. It's a part of taking your place in society."

George Mason College admissions termed 'racist' by Va. commission

The University of Virginia, forced after a lawsuit to end sexual discrimination among its applicants, has also made a policy of actively recruiting students from racial minorities. However, one of its colleges, George Mason, a commuter college in Northern Virginia, was accused two weeks ago of racial discrimination.

According to the Virginia State Advisory Council on Civil Rights, George Mason "was conceived of, by and for the white community of Northern Virginia. The Council, which is an advisory committee which reports to the U.S. Commission on Civil Rights, made many of the same charges that several students and teachers at that college had made during an April hearing. Witnesses at the hearing stated that Mason's admissions standards are overly restrictive and that the school does not follow U.Va.'s example of actively seeking minority

students or teachers. The Department of Health, Education, and Welfare has also criticized Mason's recruiting policies.

Chancellor Lorin A. Thompson, however, defended Mason's admissions policy. He stated that the school accepts all qualified students, but will not actively recruit any students.

David W. Sprunt of Washington and Lee University and chairman of the advisory committee, took the opposite position. He said "The college's official posture of color blindness only perpetuates the injustices of the past." The committee also commended U.Va.'s program of recruiting minority students and recommended that the University require George Mason "to establish performance standards relative to serving the black community of Northern Virginia in the areas of recruitment, admissions, financial aid and curriculum content."

NPAC to mobilize for fall

At its July convention at Hunter College in New York City, the National Peace Action Coalition, sponsor of last April's antiwar marches on Washington and San Francisco, called for a new antiwar offensive in the fall. The coalition predicted "the most massive and powerful round of demonstrations to bring and end to the U.S. military invasion of Southeast Asia." Citing the Pentagon papers as evidence of deceit on the part of the government, it called the character of American policy in Viet Nam "Calculated, genocidal aggression."

The NPAC endorsed "peaceful, orderly and nonconfrontational actions" for regional demonstrations in 15 cities on Saturday, November 6. The People's Coalition for Peace and Justice also adopted the plan.

Leading up to the November action will be antiwar activity beginning this week. The NPAC plans its local antiwar demonstrations from August 6-9, the period from Hiroshima Day to Nagasaki Day, to "underline the racist nature of U.S. war policy by drawing attention to the fact that nuclear weapons were first used on Asian people."

A national moratorium is planned for October 13, including local rallies, demonstrations, and other "peaceful and orderly actions." October 25, Veterans Day, has been declared a day of solidarity with Viet Nam veterans in support of their antiwar actions. From October 25 until November 5, peace groups will organize the National Peace Action Week, with local activities on the part of "the major constituencies of the antiwar movement"—women, students, gays, veterans, the Third World, labor, and religious groups. The week is planned as a buildup for the November 6 regional demonstrations. The cities selected for those demonstrations are New York, Atlanta, Boston, Austin or Houston, Chicago, Denver, Cleveland, Detroit, Los Angeles, Philadelphia, Minneapolis, San Francisco, Seattle, Tampa, and Washington, D.C.

All plans for the late summer and fall actions were formulated at the convention, which the NPAC termed the "unity of all antiwar forces." Accounts of the convention were mixed, however. One high school student who attended said of the NPAC, "The peace movement is really screwed up as a whole. The convention was disorderly and disorganized, the leaders wouldn't let people speak, and some of the delegates were thrown out of the auditorium. The resolutions they adopted were never even discussed by the delegates—they were passed in the back rooms."

Several marshalls at the convention attributed the confusion to attempts on the part of more radical groups to disrupt the proceedings.

Job squeeze hits grads

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enter graduate programs in those fields, hoping, as one MWC graduate said, that "in a few years there'll be more jobs. Right now I'm going back to school. It's the only thing I'm trained to do." Only fifteen students this year, though, reported that they planned to attend a graduate school; of the 1970 class, 63 students entered a graduate program.

In other areas of employment, notably in business and in the civil services, employers cut back their on-campus recruiting and hiring. Many of Virginia's large corporations reduced the number of their college recruitments by 50 per cent or more. As one DuPont personnel official said, "the needs are nonexistent."

Sixty-six of the class of 1971 had been hired by May, according to Placement Bureau figures. "But statistics can be misleading," said Gordon. "Some students have taken the summer off and gone to Europe; a lot are in no rush to get a job. The fact is, there are jobs available; some are opening up right now. Too many people limit themselves to one locality—you have to go where the job is and fit yourself to the job. People are just going to have to learn to take jobs with less pay. They're lucky to get them."

Area 'Hot Line' opens in September

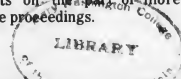
The Fredericksburg Hot Line, which has been in the planning stage since last spring, will go into operating at 12:01 a.m., September 1. It will chiefly serve MWC students and residents of the Fredericksburg area, but Hot Line volunteers will accept long distance collect telephone calls from Orange County and other, more distant, counties.

The telephone service, will operate in the same way as the Listening Ear, which presently serves the middle-aged and elderly. Co-sponsored by the Pratt Mental Health Chapter and the Junior Women's Club, its planning committee has consisted of ten interested volunteers and several local psychologists. It will operate under the direction of a local director, a youth advisory board made up of representatives from local junior and senior high schools, and a training team of medical, legal, ministerial, and psychological professionals.

The Hot Line is functioning, aides will staff the phones seven days a week and, if possible, 24 hours a day. If the 24-hour service is not feasible, the tentative hours of service will be 2 p.m. to 2 a.m.

Volunteers will be prepared to discuss drug problems, V.D., pregnancy, acute depression, parent-child relationships, marital conflicts, and loneliness. Both the counselor and the caller will remain anonymous. If neither can reach a solution to the problem through talking about it, the volunteer will refer the caller to appropriate professional help.

The Hot Line sponsors have voiced a need for college volunteers "who are able to keep their personal opinions to themselves" in dealing with problems which they may encounter. Applications are available at the BULLET office, or may be obtained by writing to Box 1895, College Station, or by calling Pratt Mental Health Clinic Chapter at 373-0208. Sponsors ask that interested students complete applications at the beginning of September, since training sessions of two hours per week for eight weeks will be in the middle of September.



Disorientation

The members of the class of 1975 need no orientation program to accustom them to living on campus. The customary week of speeches and counseling which greets every new arrival has been unnecessary for years.

Since the Free Speech Movement at Berkeley, college students in varying numbers, with varying success, have been fighting the requirement which nearly all American colleges and universities once took for granted: that students should comply to the rules and traditions of their alma mater, and that they should assume the prescribed identity of that institution.

College is no longer the broadening experience that it was for the class of 1930. It has become restrictive for numbers of students who cannot make themselves fit any of the models which a college offers.

1971 is no time for school spirit and orientation weeks; rather, it is better suited for general disaffection and disorientation. The notion that students should accommodate themselves to an institutional norm should be scrapped, so that teachers and administrations can begin to orient the institution toward the students.

editorial

Bring your mind

Most official college publications bombard freshmen with lists of clothing and practical hints designed to insure a successful first year in college. Disregard them: a well-dressed, well-informed student is often a flop in an academic community. Most students have lost sight of, or have never developed, what is necessary for any type of education: the integrity of their own minds.

The single characteristic which typifies most new students is an overwhelming sense of awe. Entering MWC, they quickly learn their place in an academic community. Most students have lost sight of, or have never developed, what is necessary for any type of education: the integrity of their own minds.

And it is quite awesome finally to find yourself in the place where, if you had never "straightened up and studied hard," you would never have been admitted. This is what you have been groomed for during the past twelve years. It must be academic heaven, and you'd better be damned grateful you're here at last.

It is this mindless respect which condemns students to half an educational experience from every class, as they are lectured to and accept blindly what they hear without question, challenge, or comment. And outside of class, everyone knows that professors are much too remote to be helpful as, forced to talk to one, they stammer and stare at their feet.

It must be this tremendous awe of the legendary academic powers that be which sucks up many students into popular activities, which encourages them to trudge along to all the social functions, to be transformed into living sponges before every professor, to treat all information from lecture, text, and newspaper as the holy word, and to turn what could be a community into a petrified but well-guarded system.

Admittedly, the mechanical speed of a formal four-year education is hardly designed to allow time for private thinking, experiencing, and comparing, but we must make that time, or all the sweating and cramming will be wasted.

This should be the place to use what facts we have managed to ingest in high school; to use them to develop personal concepts and values. We all use too much time attempting to shake the intimidation which we often bring upon ourselves; we invest too little time in realizing ourselves in our ideas and relationships.

Passive, we can be used. We are most effective when we maintain a simple faith in our own ability; the ability to learn and grow and grapple with our own futures.

L. C.

feedback

Student questions value of college

To the Editor:

And to the freshmen. So you were in high school, average or slightly above, academically. We all race through high school into college. We grab our degree, our husband, and move into suburbia. We promptly deliver our three children, who also begin running. How bleak.

The young still have the urge for adventure and experience, to take their time, to do things which seem to have no purpose. We have no idea of time, but a great trust in the far future. We have to demand the right to make our own mistakes and to learn from these mistakes.

Yet we are stifled, cut short in our search for experience. The knowledgeable people, our parents, guidance counselors plan our lives for us. We are told that we must go to college, so by our senior year in high school our nerves begin to shatter waiting for the all-important letter from College X. It is of utmost importance that we go to college so that we can get a good job or find a good mate.

But what about those of us who are yelling STOP THIS SHIT—let me breathe, let me think, let me know myself. Those in this group have several alternatives. The first is within the college realm. The most important thing about any college is the people there. Informal discussions can pop up anywhere, in the dorm, in the dining hall, on the grounds—but rarely in the classroom. Many new thoughts can be interchanged by the sheer fact that several hundred strangers are forced to live in a small, sometimes rather intimate, community. How much one benefits from these free-form discussions is up to the individual.

The other aspect of college is the courses, but night school offers these. A college has a library, but so do most cities. A college offers the opportunity to live together, but a boarding house does also.

It is essentially through social convenience that college is the right place for adolescents. This is a bitch, for a person needs the knowledge which can be learned through experiencing the world in order to bring meaning to formal college education. A college should be open for the student to come and go as she/he/it pleases. Why should college be a four-year education? Why not eight years, with every other year off to experience the things which have been read about, or to gather thoughts together. During this time the heretofore dependent student could do something on her/his/its own. Just imagine the practical knowledge traveling would offer. Adjusting to strange environments, enjoying new people, and, equally important, finding personal opinions and philosophies. The years between 18 and 22 are important times for reflection, knowing your own self. This is the time to make mistakes and learn from them, to have experiences, good or bad.

A person of college age must have the time.

the opportunity to discover; discover itself, its feelings, its thoughts, its purpose; discover the world other than its own small enclosure; discover the mysteries of new relationships. Most unfortunately these discoveries are difficult to make in a college community, and especially in this one.

Sincerely,
Sojourner Truth, II

Apathy blamed for worthless diploma

To the Editor:

One more welcome to newcomers to MWC. I only hope you will be calling yourselves students within the next few weeks. We have a problem for you to face here at MWC—a problem which you probably thought you left behind in high school. This problem concerns our classes, our professors, and most importantly—us.

Nearly all of us have been contented (or, more hopefully, discontented) with sitting through classes that bore us, taking notes we don't understand, and cramming for tests the night before, only to forget the material the following day (after the test—if we're lucky). Though this makes for a frustrating four years it is usually the easiest way to make it through—period.

During the past two years at MWC, students and professors have seen the desperate need for a greater (and in some instances, any) rapport. We have begun dialogues with an all college day and student-faculty discussion groups. In these meetings we have found that in most instances professors have been open to suggestions, but had never received any. In order for these token discussions to have any meaning we must continue them on an individual basis.

If you are seriously interested in a particular class, talk with the professor. Find out what will be expected of you in the class, but more importantly—let the professor know what you expect. The professors were hired and the classes were formed only because we have enrolled. Classes can continue without our opinions. It has been done and, in fact, it makes it easier for many professors. They can continue reading the same notes which they have been reading for twenty years—no questions asked. (No static—no trouble. Why should they worry?) But these classes aren't successful, because there is no exchange of ideas. They happen three times a week for fifty minutes. Big deal.

Passivity will get us to only one very definite end—nowhere with a diploma. It happens here every spring.

Barbara Lee, '73
Chairman, Ed Reform Committee

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graphic: liberation news service

Breaking the lockstep

by liz dodge

It is a common argument now, as jobs for college graduates dwindle and the value of college itself comes into question, that too often high school students are rushed directly into college because it seems to be the inevitable, the "right" thing to do. Some colleges and universities, however, are offering the alternative of deferred admissions to students whose ardor has been dulled by twelve years of continuous formal education.

Of the high school seniors who applied to Beloit College in Wisconsin this fall, 29 have been given deferred admission and will spend a year learning outside the academic world before continuing to college. Beloit's president Miller Upton feels the students need to get away from thinking of education as a frigid, rigid system that they somehow have to learn to beat. They will come back relaxed, with more sense of their place in the world, and they will get more out of college. The deferred admissions students attended a seminar at Beloit to meet administrators and upperclassmen, discuss plans for their year's sabbatical, and receive academic counseling. During the coming school year they will receive newsletters to help them keep in touch with the college and are free to ask for advice.

Delayed admissions students at Hampshire College, a new experimental school in

Massachusetts, will be less tied to formal education than those at Beloit. Hampshire offers them no guidance, but does encourage them to communicate their experiences to the college. These students need not feel totally isolated, though, since Hampshire's admissions officers express great interest in this new type of student. This interest is spreading to other colleges, which are now considering offering deferred admissions programs. In their acceptance letters to applicants, Brown and Radcliffe specifically asked whether the student planned to enroll in 1971 or 1972 and Amherst, which has granted deferred admissions to three or four men for the past several years, now expects this number to climb.

In this spread of the popularity of deferred admissions among colleges, private, highly competitive, liberal arts colleges are expected to take the lead with state universities and junior colleges less likely to join in. The colleges which have adopted this program have found it to be beneficial for the institutions as well as for the individual students. Amherst's dean of admissions, Edward B. Wall, explained, "The kids have had an experience totally unrelated to the academic world; when they return they are eager beavers, and ready for college and for the campus. They are a breath of fresh air."

editorial

Bearing the student body

Last spring the faculty quietly defeated, in a vote by mail, the proposals of the Ad Hoc Committee on Faculty-Student Governance. Admittedly, the proposals were not revolutionary; as before, a handful of people would have made a few curriculum and departmental decisions. But in its last meeting of the year the faculty had, in fact, thoroughly mangled the original proposals. What could possibly have been an effective student-faculty College Council was diminished from a policy-making body to an advisory board. The faculty, jealous of what power it does have over academic matters here, refused to relinquish any of that power to the people for whom the College exists.

Many professors never tire of complaining about the apathy of their students and the boredom of the classroom. Both the faculty and the administration seem to be unaware that their unwillingness to make structural changes which would allow student participation in academic and administration decision-making makes it less likely that students will ever become interested. Students are largely ineffective here, as the administration and faculty have demonstrated time after time.

The administration works a different level though, because its decisions are bureaucratic ones. There is a vast difference between the power to advise and the power to veto. The administration here regularly exercises the latter prerogative. It can legally act regardless of the approval or disapproval of any teacher or student, and often does. It is this approach to students and faculty which has catapulted Mary Washington into the fifties.

The College is not changing where it counts. Liberal dormitory rules will not make for better classes. When we call ourselves a coeducational institution and at the same time make no effort to recruit men, we do no better than "integrated" George Mason College, which has made no efforts to recruit blacks. When admissions officers express the desire for a college in which all students are similar, and when they will sidestep the law to wait and see whether coeducation is merely a "fad," the College has become a surplus institution.

Each year gives the faculty and the administration another chance to change the future of the College, and each year that future becomes more certain. If Mary Washington is moving ahead, it does so with all the speed and agility of a snail.

R. D.

FORUM

feedback, cont.

from page 4

'Packing list' provided

To the Editor:

For the incoming freshmen: Reflecting upon my first weeks as an MWC freshman, I realize how ill-prepared I was. The following suggestions are from my collected experiences and hopefully these recommendations will prove to be invaluable during your four-year at Mary Washington.

You're Wanted!

Disregard your natural feelings of displacement, for here your presence is needed and wanted.

The Merchants in Town want you.

The Merchant on campus wants you.

The rednecks want you.

The Quantico Marines want you.

The U. Va. gentlemen studs want you.

The U.S. Postal Service wants you.

The dealers in town want you.

The Comptroller wants your mind.

Droste wants your TV set.

Things not to bring: No doubt, the ever-helpful Administration provided you with a list of suggested articles to bring to our hallowed institute of higher learning. However, I noted that a list of what not to bring fails to be included. Hopefully, the ensuing inventory may prevent needless transference of clutter.

the high school boyfriend

high school ring

Mother's moral standards

weejuns and villagers

girdles and curlers

things to bring: The Administration's carefully-wrought scroll of essential items, those which are only superficially practical, lacks competence, clearness, and distinctness. I have taken the liberty to elaborate upon the list. Bring:

a roach clip

tupperware (for ripping off dining hall food)

alka seltzer (same purpose)
a dress (for Simpson's party)
at least one bra (for formal occasions)
one pair of jeans

There are many other lists which I would like to include. However, these basics are here provided, and I think they will be useful to you all.

Sincerely,
G. B. Fox, '72

Suggestions requested

To the Editor:

Mary Washington is not so large that its yearbook cannot capture all phases of life of Mary Washington students. The 1971 Battlefield made a big step toward depicting the more informal nature of the whole school. This year the Battlefield staff wants to further respond to the evolution which is occurring on our campus. But life cannot be fully depicted without the views of the students. Silent complaints cannot be corrected.

I hope that students will respond to life at Mary Washington and will voice their ideas. What do you want to see in your yearbook? What is life for you here at school and on weekends?

The Battlefield is for all students. It is your book, and if you would be interested in joining our staff, in giving your ideas, or in any way working with us, please start as soon as you arrive at school in the fall.

We of the Battlefield staff want your interest. Our goal is to create a book which will be meaningful to all.

Betsy W. Smith
Editor-in-chief
The Battlefield

the bullet

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linda kay carpenter	business
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The opinions expressed herein are not necessarily those of the College or the student body, nor are opinions expressed in signed articles and columns necessarily those of the editor or all members of the editorial board.

Signed letters to the editor are invited from all readers.

The BULLET will print all letters within the limits of space and subject to the laws of libel.

Letters should be brought to the BULLET office no later than Thursday before the Monday of publication.

The BULLET reserves the right to edit all contributions for grammatical and technical errors.

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Inflation tightens hold on U.S. education;

by Robin Darling

Institutions of higher education in the United States have traditionally been prosperous enough to feel relatively immune to the periodic rise and fall of the Dow Jones Average, and the politics of economics. The times when schools were assured of fat endowments and comfortable scholarships are over, however, and there is no university in the country which does not need money.

If the year before last was a lean one for American colleges and universities, 1970-71 was a disaster. Coupled with rising costs of tuition and living fees, faculty salaries stayed the same as living costs steadily increased. And many of the students who had taken on heavy debts for four years to pay for their education found themselves without jobs or prospects.

As the nation began to feel more sharply the effects of the economic crisis last spring, it was clear that even the colleges which had formerly seemed the most financially secure would suffer. Small, private institutions began to lose money as alumni contributions dried up, and applications fell off as the competition for scholarships increased. As both colleges and parents felt the pinch, students found themselves needing more financial aid just when the colleges were unable to provide it. State universities, also lacking funds, were forced to turn away qualified out-of-state applicants, and restricted the number of in-state high-school graduates which they admitted. The nation's Catholic schools and colleges, perhaps the hardest hit, considered in many cases closing or merging with other schools as fewer and fewer Catholics chose to attend expensive Church-run institutions.

Many students with above-average high school records who would have applied to high-prestige colleges, chose to stay in their home states and attend lower-cost public universities. The eight Ivy League institutions, for example, are among the most selective in the nation. Yet in choosing their 1972 entering classes, they had about 3,500 fewer applicants than last year. Harvard Dean of Admissions Chase Peterson said, along with many other admissions officers, that the drop was "a reflection of the fact that we're in an economic recession." A part of the fluctuation may be due to other conditions: the applications to Columbia University finally began to increase last year after its applications had declined in a reaction to the 1968 student protests. Also, a college's coeducational status may affect the number of high school students who seek admission there.

Johns Hopkins University, a small, private, largely graduate institution, has most of the problems which other institutions of its size and selectivity face. Last year, Hopkins had a cash deficit of more than \$4.5 million, which Milton S. Eisenhower, interim president of the university, blamed on the arts and sciences campus. Eisenhower asked last year that the faculty double, in effect the number of undergraduate courses taught each semester. Institutions like Johns Hopkins have long tried to maintain a high faculty-student ratio, yet even with 70 new positions added to the faculty in the previous four years, the ratio had declined by 1971 to 10 to 1 from 13 to 1. The total undergraduate and graduate enrollment at the arts and sciences campus had increased by only 103.

Should the faculty double its courses, Eisenhower said, 600 more students could be enrolled and university revenues increased by at least \$1 million per year. However, there were indications that the faculty was opposed to the plan. With no increase in salary, one member said, "There'll be a lot of people leaving here."

Another institution, Lawrence University in Appleton, Wisconsin, reacted to their deficit in a similar way. Individual tuition costs there have risen to \$2,635 per year, and worse, are in competition with the University of Wisconsin's minimal tuition of \$328 for state residents. Lawrence refused to cut back

some colleges forced to shut down

in other areas, but is prepared to reduce the number of faculty members and, consequently, faculty-student ratio. The university seems to be one of the first in what could become a national trend among private schools. Reginald Moon of the Academy for Educational Development recently suggested doubling current ratios from the present 9 to 1 to 16 to 1, enlarging class size only slightly, from 12 to 16-21. Moon also suggested a reduced classroom load for students from 15 to 9.

Private institutions, supported largely through endowments and investments, are not failing alone, though. Of America's publicly supported colleges, and universities, 16 ran deficits in the 1970-71 session, up from 12 the year before. The surveys of the National Association of State Universities and Land-Grant Colleges showed that, in its member institutions, applications from out-of-state students decreased by 5.25 per cent last year; applications from state residents increased by 4.86 per cent. In most state universities, non-state residents must pay a much higher tuition fee than other students; the decrease in applicants from out of state will deprive the universities of extra revenues at the same time that housing and food costs are increasing.

Far more students than could be admitted applied to the cheaper public schools; 34 large state universities reported last spring that they would reject a total of 51,352 qualified applicants, a 10 per cent increase from last year. Most imposed enrollment quotas upon themselves, but in Michigan the state legislature enacted a bill which limited out-of-state enrollments. Ohio, Wisconsin, and Texas also considered similar proposals. The University of Massachusetts turned down 7,000 qualified applicants, of which 4,000 were residents of Massachusetts, while the State University of New York estimated early in its applications processing that its three campuses would be forced to reject an estimated 16,000 students.

In July, the association issued another report, this time finding the financial conditions at state universities "alarming," as it reported that the median for student charges at state universities had risen by more than 30 per cent since 1966. By early spring, 30 institutions had already planned to boost the 1971-72 school year. "It is ironic," stated the report, "that this trend is developing at a time when one of the great national endeavors in American higher education is to open up new opportunities for the disadvantaged."

The surplus of students in state institutions did not insure that they would operate in the black. The association's report showed that in 1969-70, 12 state universities ran deficits, and 11 were predicting early in the spring of 1971 that they would finish the school year in debt. Many of the institutions took what they called hasty, "stopgap" measures to halt deficits. Most commonly, they deferred plant maintenance, dropped new programs, froze salaries, and attempted to cut spending in all areas. At the same time, they reported the urgent need for more faculty, more classrooms, new programs, newer equipment, higher salaries, and more funds for research and maintenance.

No state institution yet has had to shut down, though. At least six Catholic colleges are merging with other, more prosperous ones, and two are actually closing. Siena College in Memphis will close after this year's senior class has graduated, and Assumption College in North Dakota closed last spring. Both were the victims of continued deficits. In addition, almost every Catholic college is in fairly serious financial trouble, said the Reverend Clarence Friedman of the National Catholic Education Association. "With money and enrollment the way they are, I think there will be a few more closing," he stated. "There will also be more mergers."

In addition to their financial and enrollment troubles, some Catholic colleges began to feel the lack of faculty to operate and teach them. Fewer seminarians are willing to teach in Church schools, and most of the colleges run by the Jesuit Order have operated with too few faculty and under a financial deficit for the past few years. Said the Reverend A. William Crandell of the Association of Jesuit Colleges and Universities, "We're in serious trouble. . . . We won't be able to operate some of our colleges." The Jesuits, with other delegates to the annual convention of the NCEA, were not optimistic about

their financial conditions at the time, but were generally convinced that they could survive "with belt-tightening." Carlow College in Pittsburgh has increased tuition regularly, raised faculty work loads, and eliminated such activities as films and tours for the college glee club.

Some delegates to the convention did cite the one advantage which Catholic institutions still have: the religious orders provide cheap labor at a time when most college faculties are trying to secure pay raises to meet high living costs. However, Robert R. La Du, Dean of Mundelein College, emphasized that Catholic colleges will be able to do academically only what their funds permit. He called for "defining institutional goals with a sound approach to fiscal reality."

The Reverend Theodore M. Hesburgh, the president of the University of Notre Dame, took a somewhat different position. Noting that the percentage of private institutions in the U.S. has shrunk to 25 per cent from 50 per cent in 1950, Catholic schools, he said, would have to become as "special" as they were originally intended to be. "All aspects of the youth revolution stem from a new perception of human dignity, a new concern to achieve more dignity and sanctity for human life," Hesburgh said. "In this, the young have been discovering anew and often without our help exactly what Catholic higher education had been originally organized to inspire—without startling success, up to now." He also said that Catholic schools must begin "stressing sensitivity of the moral and spiritual issue of our time."

Many administrators at Catholic schools had begun to feel that the reason for the failure of those schools lay in outmoded programs, an isolation from a largely secular world, and a general "refusal to make any commitments, political or moral." Combined with staggering fees, this had driven Catholic students into the already overcrowded state-supported institutions. Some Catholic administrators were willing to concede that there was "no need for a religious order, because of tradition, to maintain moribund institutions." However, most felt that private, Church run colleges and universities were more than an extension of one of the orders or a means for perpetuating dogma. Said Clarence Walton, president of Catholic University, "The jeopardy of the private colleges is real. . . . The public somehow or other has to be educated that the private institution has an important role to play in America's common good."

Many educators think that, barring a sudden and drastic economic upswing, colleges and universities, public and private, will have to accept more help from the state and federal government. "It is a future, and depend less on alumni contributions, private foundations, and tuition increases. Students will not be able to attend colleges and universities at all unless rising fees are halted, and many of these institutions will not survive without outside aid."

Since the inception of land-grant and state-supported institutions, there has been a common principle that taxpayers rather than students should pay for the most of the cost of public higher education. The assumption that education insures a wise society has come into question somewhat as a consequence of the past five years' student unrest. However, most taxpayers, it can be cautiously assumed, still approve of funding state institutions from their own pockets. Any great increase in tuition would run contrary to this inclination, and also to the fact that no student, whatever the amount of tuition she or he pays, can assume the costs of an individual college education.

The same assumption—that states should pay for higher education—is behind the argument that with state funds severely limited at present, the federal government should come to the aid of public institutions with a large new program of general institutional aid.

A July 5 of the National Association of State Universities and Land-Grant Colleges indicated that most state institutions were in favor of unrestricted federal money, which each would use at its own discretion. "It is quite clear, stated the report, "that some would apply funds to faculty salaries, some to innovative programs, some to interest on indebtedness, some to plant maintenance."

Proposals within the federal government for aid to higher education have come primarily from the Nixon administration and from the House of Representatives. While the House is deadlocked over what to do about funding colleges, the complex Administration plan proposed a careful and complete overhaul of student aid programs, a new agency to sponsor higher education reforms, and, more recently, a limited scheme of general institutional aid. The Administration has opposed, however, massive general-aid measures with less regulations because it claims that such a program would be overly expensive, would be inclined to perpetuate already-existing structures when reforms are needed, and would "fail to allow for relative needs."

Three weeks ago, a bill came out of the Senate Committee on Land and Public Welfare which, with proper funding, might ease the financial strain on public institutions while, at the same time, it would make it easier for low-income students to attend college.

The first proposal of the bill, which is sponsored by Senator Pell, would be automatically entitled to a federal grant. The bill defines as a "student" anyone in good standing at an accredited university, college, or post-secondary vocational school. A student is "needy" according to the amount of money he can contribute to his own education. Any student would be eligible to receive \$14.00 a year, depending on family income, number of children, assets, and the like. A student who could contribute \$200 per year would receive \$1200, and a student who could contribute nothing would receive the full \$1400 grant.

The Pell Bill's second proposal dealt with aids to institutions of higher education. Any college, university, or vocational school which enrolled recipients of the federal grants would receive a "cost of instruction allowance" for each such student. The rates of the allowance tend to work in favor of the small college, which would receive \$500 for each student. Larger colleges, presumably those with more money, would receive amounts ranging down to \$100 for each aided student.

With the states becoming less capable of financing colleges, and sometimes less willing to fund rebellious institutions, the federal government is the final and wealthiest resort. It can channel money directly, if it will, to qualified institutions and students, without becoming entangled in red tape at the state level.

The situation last spring at the City University of New York illustrates the need for immediate federal funding. It was predicted in April that none of the branches of the City University would open in the fall unless \$394 million was allocated to the CUNY budget. The budget had been previously cut, and was in April approximately \$322 million. If the cuts were not restored, the administration stated, the university would be operating with some \$6 million less than that.

CUNY later was allowed emergency funding, but states better organized than New York can hardly afford to grant funds to failing universities when taxpayers begin to balk and state revenues begin to be depleted. Present federal program are inadequate—the Congress has only scantily funded the Education Opportunity Grant program, and federal support to colleges dropped 7 per cent in fiscal 1970, or a total of \$227 million.

The chances that low-income or minority students will be able to continue their education lessen as federal grants are delayed. And unless Congress approves the Pell Bill or a similar one, American colleges and universities will remain in danger, as they decline academically and are financially weakened to the point of purposelessness.



news in Brief

There will be an **Honor Council** introductory meeting on Friday, August 27, at 7 p.m. in ACL Ballroom.

All **residential halls** will open at 9 a.m. on Saturday, August 28.

Dean of Students **Mildred Droste** will welcome residential students back to school at a meeting in ACL Ballroom at 8 p.m. on August 28.

Hall meetings will be held at 10 p.m. in each residential hall on August 28.

There will be a **meeting of all new students** at 1:30 p.m. on Sunday, August 29, in the Amphitheater. Assistant Dean **Nancy Mitchell** will speak on academic counseling, **Anne Welsh** on the Student Association, and **Beth Conrad** on the Honor Council. In case of rain, the meeting will be moved to GW Auditorium.

Freshmen will hold individual conferences with their faculty advisor from 3-5 p.m. at assigned locations on August 29.

Open House hours on August 29 begin at 3 p.m.

The **faculty-student supper** will be held at 5 p.m. on August 29 in Seacobeck Dining Hall. Following the supper will be **faculty fireside discussions** at 6 p.m. in the residential halls.

Handbook counseling will be given to freshmen at 9:30 p.m. on August 29 in each residential hall.

Individual conferences for **freshman advising** will be held at the assigned locations from 8:30 to 12 a.m. on Monday, August 30. Individual conferences with advisors will continue from 1-5 p.m.

Handbook counseling will be held on August 30 in each residential hall from 10:30 to 12 a.m. and from 2-3:30 p.m.

There will be an **Honor Assembly** on Monday, August 30, at 7 p.m. in GW Auditorium. Honor counseling

will be held immediately after the assembly.

Seniors may pick up their caps and gowns in the RA room in ACL at 9 a.m. on Tuesday, August 31.

Freshmen will have ID photographs made in GW Auditorium on August 31.

Freshman registration will be held from 9-12 a.m. and from 2-4 p.m. on August 31 in Combs Science Hall.

All **College Day** will be on Wednesday, September 1.

The **Chancellor's Convocation** will begin at 9 a.m. on September 1 in the Amphitheater, or, in case of rain, in GW Auditorium.

Discussion groups will run from 10:30-12:15 a.m. and from 2-3:30 p.m. in assigned rooms as part of the September 1 All-College Day. Following the discussion groups will be recreation at 3:30 p.m. and a picnic supper on the hockey field at 5 p.m.

"**Gone With the Wind**," starring Vivian Leigh and Clark Gable, will be shown on Wednesday, September 1, at 7 p.m. in GW Auditorium.

Upperclassmen will have ID photographs taken on Thursday, September 2 and on Friday, September 3, in GW Auditorium.

A **desert for all new students** will be held at Brompton at 6 p.m. on September 2.

Honor counseling will be given to all new students at 9 p.m. on September 2.

The **RA pep rally** will begin at 4 p.m. on September 3 in the Amphitheater. The rally will be moved to ACL Ballroom in case of rain.

There will be a **coffee house** from 8-12 p.m. on Friday, September 3, in the GW Roof Garden. In case of rain, the coffee house will be held in the downstairs dining room of Seacobeck Dining Hall.

Reuben most popular on U.S. campuses

by Betty Floyd

According to an article in the New York TIMES of June 14, 1971, the best-selling non-textbook this year on U.S. campuses was Dr. David Reuben's "Everything You Always Wanted to Know About Sex (But Were Afraid to Ask)". Second on the list of ten was "Love Story," by Erich Segal. Charles Reich's "Greening of America" was third, "The Sensuous Woman," by "J," was fourth; and "Future Shock," by Alvin Toffler, was fifth.

All-ten books are recent publications except for "The Prophet," by Kahlil Gibran, which has been popular among students since its original publication in 1923.

It was sixth on the list. Others, in the order of the number of sales, were "The French Lieutenant's Woman," by John Fowles, "The Godfather," by Mario Puzo, "Population Bomb," by Paul Erlich, and Julian Fast's "Body Language."

Among Mary Washington students, said a College Bookstore clerk, Gibran's "The Prophet" is probably most popular, along with "The Family of Man" and assorted Rod McKuen collections of poetry.

Leadership format to emphasize change

The annual MWC Leadership Conference, attended by Student Association officials, freshman counselors, and members of certain student organizations, will begin on Wednesday, August 25.

In her recent letter of invitation, SA President Anne Welsh outlined the purpose of this year's conference. "I am writing to present you a challenge . . . to make sluggish institutions more responsive to human need and the requirements of change." She emphasized that student leaders must "accept the responsibility of all" in spite of opposition. As representatives, of all the students, Welsh said that "We must share a willingness to take risks."

Welsh, in an interview with the BULLET, stated that the leadership conference is useful "to develop the leadership skills necessary to get anything accomplished. The red tape around here makes life miserable, and the quicker we learn to get through it the better off we'll be."

The tentative schedule for the conference is as follows:

Thursday, August 26	
9:00 a.m.	Leadership skills
10:15	College power structure
11:30	Student power structure
1:30	Special services
4:00	Cultural opportunities at MWC
8:30	Film
Wednesday, August 25	
3:00 p.m.	Welcome and general discussion
4:00	Meet in group (according to office) to plan schedules
5:00	Dinner
7:00	Panel discussion with Chancellor Simpson, Assistant Chancellor Houston, Dean Croushore, Dean Droste, Mr. Allison, and Mr. Merchant
8:30	Meetings of Executive Honor Council
Friday, August 27	
9:00	Individual training sessions Honor Council meeting with faculty and deans
1:00	Experimental education
2:00	Film at MWC
3:00	Student legal rights
4:00	Recapitulation, distribution of materials, general questions and discussions
7:00	Introductory meeting with Honor counselors and contacts, ACL Ballroom
	The Honor System in Retrospect—Cathy Thiel, Honor Council President, 69-70

Board of Visitors confirms new faculty

The University of Virginia Board of Visitors, in a meeting early in June, made several changes in MWC faculty rank and approved the hiring of several new members of the faculty.

The Board, acting upon the recommendation of Chancellor Grellet C. Simpson, promoted three retiring professors to the rank of Professor Emeritus. Edward Alvey, Jr., Mildred Bolling, and Clifton McIntosh were awarded the honorary rank. A faculty member must have been teaching for at least fifteen years and retire as a professor to be awarded the Emeritus status.

New College appointments made

Two recent appointments to the faculty for this fall will teach in interdepartmental programs: A. Stephen Disraeli, a linguist, and John Lambert, a statistician, were appointed by the College to supplement the programs of other established departments.

Disraeli, who will teach four language courses in September, has been previously employed by the Peace Corps in Sierra Leone, where he worked with instructional textbooks in Mende and Themne, both African languages. He has also researched the language and music of the Tewa Indians in Arizona.

Trends in Modern Linguistics, which will be offered first semester along with Anthropological Linguistics, will serve as the general, introductory linguistics course and will become in the 1972-73 session a prerequisite to all other language courses. In addition, Disraeli will teach two sections of The English Language, which was formerly taught by Assistant Dean Nancy Mitchell. This spring, Disraeli will teach Sociological Linguistics.

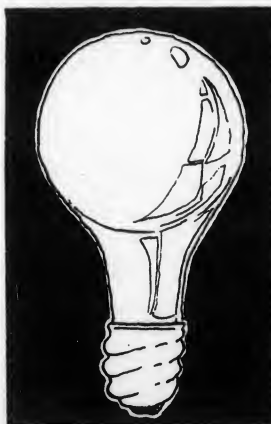
According to Samuel Bird of the geography and geology department, Lambert will act as a consultant to the departments which deal with department, natural and social science here. He will "apply methods of analysis of experimental data and provide a theoretical framework (for students) to work in." Lambert will teach and introductory statistics course, and an upper level course, Introduction to Probabilities and Statistical Inferences.

Alvey, Dean of the College from 1934 to 1967, and a faculty member for 27 years, was named Professor Emeritus of Education. Bolling, a member of the faculty for 43 years, was named Professor Emeritus of Modern Foreign Languages. She was formerly head of the Department of Modern Foreign Languages. McIntosh, who taught for 25 years before he retired, also became Professor Emeritus of Modern Foreign Languages.

Appointing two new departmental chairmen, the Board in effect created a separate Department of Speech, to be headed by Albert G. Duke, an Associate Professor of Dramatic Arts and Speech. Thomas S. Turgeon, also an Associate Professor in the department, was named Acting Chairman of the Department of Drama.

Also approved at the meeting were four new faculty appointments for 1971-72. Barbara S. Hochstetler will be an Assistant Professor of Art, Alexander J. Lindsey an Assistant Professor of Mathematics, Paul M. Zisman an Assistant Professor of Education, and Donald V. Byrd an Assistant Professor of Geography.

John P. Bruckner, Assistant Professor of Modern Foreign Languages, was granted a leave of absence for the spring semester of 1972.



escape hatch

'Movement': a catalogue of the revolution

by betty floyd

The Movement Toward a New America by Mitchell Goodman Alfred A. Knopf, \$5.95

The peoples of the United States, varied as they are, don't really know or understand what is happening in the minds of their own countrymen, in their own time. For the middle class, inflation is the truth. For the poor is poverty; for blacks it has been prejudice and frustration. For many of the disenchanted, the truth is the ongoing revolution.

To know it you have to be sympathetic—to experience it and to believe it exists. The movement is knowing what's happening above and underground, changing with it; and it is primarily in the minds of the people who carry it on.

Mitchell Goodman, in his book "The Movement Toward a New America," tries to find out where the movement started, how it moves, and how to actualize it. It is after all not his book. It is a collection (better—a collective) of writings of the movement since 1956. It is not a description; neither is it a history. It is a record of an action, of movement people telling their own stories, and a guide for those who want to keep going. Or, as Goodman plastered on the cover, it is "1. a comprehension; 2. a compendium; 3. a handbook; 4. a guide; 5. a history; 6. a revolutionary kit; 7. a work-in-progress."

The book begins by tracing the growing vehemence of the young, whom it treats as the New Americans, those who will inherit the earth. The student movement as Goodman sees it begins with the Berkeley Free Speech movement, grows with the national antiwar protests, and culminate with the Columbia strikes. He stresses the collective effort which built the People's Park in Berkeley, and quotes a worker who helped build it: "For the first time in my life I enjoyed working. I think lots of people had that experience. Ever since I was 18 I hated every job and either quit or was fired. But this was something different. With aching back and sweat on my brow, there was no boss. What we were creating was our own desire, so we worked like madmen and loved it."

"The Movement" is divided into major sections, each of which deals with movements within what is always billed as The Movement. Some of the sections are shorter than others; some are less completely treated. The articles about women's liberation, for instance, are few and a little unrepresentative; however, when the book was being written, not many women's groups had become militant. The GI movement was also just getting off the ground with the formation of the Viet Nam Veterans Against the War, as "The Movement" went to press.

Along with the publicizing and increased awareness of the inequalities in the U.S. governmental system in particular and systems in general, there began to be action to change what movement people saw as injustice (or inconvenience). Within the colleges and universities, and, much later, the high schools, of America, students started to act upon the realization that they were treated as inferior beings in institutions supposedly run for their benefit. The book's section on learning mirrors some of that action in articles on student rights and in records of famous protests. It attempts with these examples to present to students ways to maintain their civil rights and academic individuality within the established educational system.

An article little known outside California is included in the learning section, the 1969 "Berkeley Disorientation Guide" was written by Jeff Lustig, published by a radical coalition on the Berkeley campus, and passed out to incoming freshmen there. Lustig saw the guide as an "antidote to the University's brainwashing orientation program." As such, it gives initiates to Berkeley suggestions on how to do what it calls productive campus work. Some students, it states, are "just doing time" on campus, waiting for "a passport into the real life of an adult."

According to the guide, a student who does not question the school, from orientation through exams, is "a student who accepts the boundaries of life drawn by the administrators. By asking in the classroom only those questions which reinforce the expectations of the professor and validate the framework imposed on learning, this student becomes a sponge for 'knowledge' and learns only to 'behave'."

After this welcome to new students Lustig does hold out some hope: in addition to the passive student there are the productive ones, the students who refuse to mold themselves to the desired image of the college authorities. "(They) strive for quality, integrity and for the stamp of themselves in their creations. They find themselves engaged in productive work." The guide contends that the "struggle (is) to change the conditions and purpose of work. If we stay on campus we stay to fight; and not to fight 'education,' but the regimen which is not educational enough."

In closing, the guide states that "To learn is to transform ourselves; and to do this is ultimately to transform the society in which we are all shaped and—for better and mostly worse—sustained. It is in this sense that we understand Max: 'The Philosophers have only interpreted the world in various ways; the point is, to change it.' " Specifically an alternative orientation for new students, the guide is representative of the book itself as it ex-

Theater renamed for Albert Klein

The duPont Little Theater, which is being renovated this summer, will be renamed on the opening night of the 1971-72 college theater season. In a dedication ceremony on October 22, the theater will become the Albert Roger Klein Memorial Theater, in memory of the late Chairman and Professor of the Dramatic Arts and Speech Department.

At the time of the dedication, plaques will be placed at the two entrances to the theater. In addition two annual scholarships of \$500, to be awarded primarily to drama majors, will be created in Klein's memory.

The Albert Roger Klein Memorial Committee formed following Klein's death last October. The committee proposed both the renaming of the theater and the scholarships, and established a memorial fund.

Klein, who had been a member of the faculty since 1952, died of a heart attack on October 6, 1970, at the age of 42. Since 1963 he had been head of the Dramatic Arts and Speech Department. During that time, the number of drama majors doubled.

During his chairmanship, he was instrumental in establishing the experimental theater called Studio 13, the Chamber Theater series which students present each year in the Trinkle Library, the Summer Theater Workshop, and the annual children's plays which are open to the Fredericksburg community.

Active in other College activities, he was a member of the faculty steering committee which helped establish a Phi Beta Kappa chapter here last fall. He was a member of the Future of the College Committee from 1967 to 1969.

Funds for the annual scholarships honoring Klein will come from gifts already given the College, from the proceeds of the opening performance of each year's first production, and from the memorial fund. The theater, however, will continue to be maintained through the College budget.

presses the disorientation of the "new Americans" and points out multiple, if not always practicable, new directions.

There are a number of classics in "The Movement Toward a New America": "The Student as Nigger"; "Understanding Orgasm"; and the test of Allen Ginsberg's performance testimony at the Chicago trials among them. With few exceptions, all the selections record, and even reproduce, the actions done, philosophies developed, and emotions felt by people who have made their own social change. The straight press is adequate for analyses of the problems which the economists and politicians see and face. "The Movement," if you feel a movement coming on, is a good place to begin gathering your thoughts about your place in school and in American society as it exists now.

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McGraw-Hill, \$6.95

by Liz Dodge

We are eunuchs, says Germaine Greer, subtly castrated by our cultural conditioning of pride, intelligence, strength, and courage. The purpose of her book, "The Female Eunuch" is, she says, to help women understand the social and biological pressures that influence their attitudes and then take a "creative leap beyond their conditioning" to realize their own special abilities, goals, and potential. She states that her objective is to make women aware of all alternatives to stop passively accepting the position which they have traditionally been offered. But Greer ultimately ends up belittling many potentially valid ideas and peddling her own plans for the liberation of women.

"The Female Eunuch" is divided into five areas for examination: body, soul, love, hate, and revolution. In the first of these, Greer merely dishes out the conventional explanations of sex determination, hair and bone growth, and fat deposition that are offered in any general biology course. In addition, she deals with myths and social attitudes pertaining to body structure, female orgasm, and "the wicked womb." Greer seeks to expose such romantic ideas as the "perfect fuck," and to dissipate the mystery and furtive shame attached to the womb.

Greer writes in such sensational terms of the hate directed toward women that it approaches propaganda. She dwells on the loathing and disgust that all men supposedly feel toward all women, supporting her claims with extreme examples and literature which she selects for its emotional impact. She gives a brief account of the histories and goals of various women's liberation groups, coloring them with her own opinions. But while she seems to be revealing alternatives to her readers she is really only preparing them for the obviously superior plans she has to offer: the other organizations are grouped under the subheading of rebellion, while her ideas she proclaims as revolution. This is both misleading and disappointing. Much of what Greer offers is neither new nor particularly revolutionary. She offers the usual reasons for avoiding marriage: overpopulation, false security, changing personalities.

Then, having decided that marriage is a mistake for any liberated woman, Greer casts aside any pretense of offering alternatives, blatantly stating "Experience is too costly a teacher: we cannot all marry in order to investigate the situation. The older sisters must teach us what they found out." Gone is the advice that each woman should discover her own goals and capabilities. Greer has assumed the "Me talk, you listen" attitude she formerly attributed to men. She then continues to enumerate the things "we" must do. She sets women the goal of establishing world peace, saying that through the liberation of women, men inevitably must be liberated from their image of aggressive superiority. "Male competitiveness and aggression" will be abolished, and women will "rescue men from the perversities of their own polarization." Thus Greer seeks to unseat men as the dominating force in world eventstand replace them with women—an equally poor alternative.

While some of her ideas may be valid, she often fails to support them with any solid evidence. Instead, she falls back on fallacies ("That most virile of creatures, the buck Negro . . ."), and uses her imaginative and richly varied style of writing to create an emotional attitude which is necessary for selling her ideas to her readers.

Greer's writing varies from terse, impersonal language as she describes scientific facts, to lively jargon punctuated with popular slang and seasoned with an effective touch of levity or sarcasm. However, the reader must constantly hold suspect what she says—in pointing out the restraints which work against a woman's self-expression, the author

may be offering others which are equally restrictive. Her do-it-yourself handbook for personal liberation which she bills as "hopefully subversive" often becomes only a well footnoted anthology of previously published ideas, shadowed by her own opinions.

In discussing the soul, Greer first defines the female stereotype—the flawless, glossy, characterless expression of womanhood flaunted and exploited by advertisers that all females are encouraged to emulate. From infancy, a girl's energies are deflected from other interests to achieving the goal offered in the stereotype "femininity misnamed womanhood"—renamed castration. Greer further discusses some psychological views offered about women, adding her own opinions and criticisms. This section is concluded with a lengthy

description of the already overpublicized disparities between employment opportunities for men and for women. Greer speculates upon the jobs in which she believes a woman would be successful, and the means of procuring those jobs, but again expresses nothing new.

In her sections on love and hate, Greer almost completely loses sight of the goal of her book. She deals in extremes of love—altruism, egotism, romance, casts aside any pretense of nonbias, and dwells on her repetitious themes of guilt, sadism, and masochism in marriage and the family. Courtship is seduction, romance is escapism, marriage necessitates the sacrifice of personality to dependency, and guilt is a weapon parents use against their children and against each other.



photo by Malcolm Young

'The Clowns': on forgotten laughter

by Ellen Hartford

Federico Fellini's new film "The Clowns," begins with his childhood memories of a circus opening in town. The audience sees the circus acts through the eyes of Felliniana. All that is funny and grotesque in the circus is blatant midgets, lady wrestlers, slapstick clowns, Siamese twins in a jar. But the boy is promptly taken home because he is crying. The clowns do not amuse him. He sees in them the people he knows—they are the tragic clowns of his own village. Fellini's touch is apparent in the haunting faces of his village clowns. The camera work is flawless, as usual, but the English subtitles tend to be distracting.

The film is autobiographical, as are most of Fellini's. The vivid childhood memories of the circus persist in the mind of the adult. Fellini sets out with his film crew to find the true clowns of today. He seeks old artists, and finds pathetic old men with overflowing scrapbooks as their only audience. The circus and clowns are dead, they tell him. People have lost their wonderful naivete a circus requires or perhaps the world no longer knows how to laugh. Very well, if the circus and clowns are dead, then Fellini will give them the most razzle-dazzle extravaganza of a funeral a circus lover has ever seen. The funeral finale is a conglomeration of the best of clowns. The scene is hilarious, but strangely the theatre audience was not convulsed with laughter. Fellini has successfully made his point. The audience was either reacting as a child would to that much visual magnificence, by silently staring in wonder, or it has forgotten, like the old men, how to laugh.

Tripping with 'Tarkus'

by Bethany Woodward

Emerson, Lake and Palmer have once again outdone themselves in their tremendously innovative new release, "Tarkus." Though each side is thematically and structurally different, the total album evolves as a harmonious opposition.

Side One, beginning with a cataclysmic eruption of sweeping, beating rhythms, remains rapid and orgasmic almost to the end. Emerson's control, or seeming lack of control, of the organ, piano, and celeste, pulsates with militaristic precision, carrying the listener violently up and down discordant scales. Relentlessly, the music bursts into a fantastic collage of spacey organ sounds, heavy trucking bass and pounding, swinging drums. The organ and drum proceed to race with each other up and down spurting, stop and go patterns, building and swelling into something massive, which rapidly tears itself down again into light, crystal organ sounds.


Once again the listener is thrown into the cosmic race between wild organ patterns and unyielding drumming, only to be drawn back equally as hard into the tripping, ethereal movements from the organ. The perpetual slamming motion of the instruments then grind into a solemn, stentorian procession of Gothic music, blending with distant undulating waves from Lake's acoustic guitar. Almost taking on a life of its own, the music slithers firecreak and finally wails off into a shrill, echoing ending.

Side two is an amalgam of nickelodeon, ragtime sounds, keyed-up voices, heaving moving notes, Gregorian overtones and flying competition between all the instrument. "Are you Ready Eddy?" is a neat, "right out of the fifties" song, with a good rock and roll beat combined with a jazzed-up piano and vibrating bass, as only Emerson, Lake and Palmer could produce. The group is perhaps the most musically sophisticated one out today. "Tarkus" is an album well worth listening to, worth the money, and it's a relief from country.



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